

## Four Corners Activity: Dilemmas

**Purpose:** The purpose of this activity is for educators to reflect, with colleagues, on common dilemmas and engage in collaborative problem solving around each dilemma. Participants will gain perspectives on underlying issues that contribute to the dilemmas and develop potential action plans.

**Materials needed:** Newsprint, markers (each of the 4 groups should have a different color of markers; have enough markers so that several group members can write at the same time. (Total time: 90 min.)

**Set up:** (5 min.) Four stations or tables, each having one dilemma posted at the station on a large sheet of newsprint. (with extra sheets of newsprint)

Divide the large group into 4 smaller groups. Each of the smaller groups will go to one of the four stations. Each group will use the same color markers for the entire activity.

STEP 1 (12 min.)

Groups read the dilemmas and make notes on the newsprint in response to the following question:  
What are the underlying issues that contribute to this dilemma?

STEP 2 (12 min.)

Groups take their markers with them and rotate to the next table. Groups consider the next question and build on the previous group's work:

From the issues listed, identify one (or add a new one) which you believe is not only the most compelling for the resolution of the dilemma, but also the one you could immediately address.

STEP 3 (12 min.)

Groups take their markers with them and rotate to the next table. Groups consider the next question and build on the previous groups' work.

For the issue listed, identify 3 possible solutions that would assist in resolving the dilemma.

STEP 4 (12 min.)

Groups take their markers with them and rotate to the next table. Groups consider the next question and build on the previous groups' work.

Choose one of the possible solutions from STEP 3 and develop a brief action plan that would actually help the person to resolve the dilemma.

DEBRIEF: (10 min.)

Groups are reshuffled so that there is a member from each of the smaller groups in the re-formed groups. Members share their final dilemmas and the proposed actions to resolve the dilemma.

**Debrief the process:** What worked well? What misconceptions or confusions emerged? What adaptations to this protocol might improve the process? How might others (teachers, administrators, students) be able to use this process?

**Note:** It is helpful to have the newsprint pages typed up and distributed to group members after the activity.

Adapted from a protocol created by the National School Reform Faculty [www.nsrffharmony.org](http://www.nsrffharmony.org) and modified by National Turning Point